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ABSTRACT

This book is designed to accompany "A Good Place to Work: Sourcebook for the Academic Workplace" and represents a tool for colleges interested in supporting faculty morale and the quality of the academic workplace. The Audit, developed from a study by the Council of Independent Colleges, is organized into nine sections, each one focusing on an important organizational factor. The first four sections deal with organizational factors of primary importance in regard to faculty morale and cover organizational culture, leadership, organizational promise and momentum, and institutional identification coupled with institutional diversity. The subsequent five sections address important issues pertaining to the quality of the academic workplace and the level of faculty morale including support for scholarship, faculty development, balance of intrinsic and extrinsic rewards, the nature of colleagueship, and college-community relations. Each section of the Audit begins with a brief statement defining the particular organizational factor and providing the study findings. This statement is followed by a list of questions useful for stimulating and guiding discussion and examination of the organizational factor. Finally, each section ends with several open-ended statements to help focus ideas that emerge from use of the Audit questions. (GLR)

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The Academic Workplace Audit

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The Council of Independent Colleges

The Council of Independent Colleges is the national service association of independent liberal arts colleges and universities. The Council has four broad goals: 1) to build strong leadership skills among administrators of member colleges; 2) to promote innovation by member colleges and help them sustain outstanding educational programs and management effectiveness; 3) to advance public awareness of the leadership, accomplishments, and distinctive characteristics of CIC colleges; and 4) to provide its members with both practical skills to address today's challenges and ideas to anticipate tomorrow's opportunities. The Council achieves its goals by sponsoring annual institutes and conferences on topical issues, maintaining special membership services (such as a national Tuition Exchange Program), and conducting national projects.

The Council's membership includes 300 colleges and universities. In addition, 30 state, regional, and national education associations and education offices of religious denominations are Affiliate Members, and 60 corporations and foundations help underwrite the Council's work as Sponsoring Members.

INTRODUCTION TO THE AUDIT

Purpose

Faculty who are excited, committed, and involved with their work help create stimulating, supportive, and challenging environments for students. In short, college environments that sustain faculty are likely to enrich students. Yet creating and maintaining such environments requires thoughtful attention from faculty and administrative leaders as well as from individual faculty members at all ranks. *The Academic Workplace Audit* is a useful tool for colleges interested in supporting faculty morale and the quality of the academic workplace. It is designed to stimulate discussion and analysis of organizational conditions that relate to the quality of a college as a workplace and the strength of faculty morale. The *Audit* was developed from the findings of a study sponsored by the Council of Independent Colleges to identify organizational factors and conditions that characterize colleges where faculty morale is strong. While the *Audit* is designed specifically for use in small colleges, it can be adapted in part or in its entirety to stimulate consideration of similar issues at larger universities.

Format

The *Audit* is organized into nine sections, each focusing on one important organizational factor that relates to faculty morale and a positive academic workplace. The first four sections deal with organizational factors of primary importance in regard to faculty morale. The subsequent five sections, though not of equal weight with those in the first group, also are important issues pertaining to the quality of the academic workplace and the level of faculty morale. These factors were identified through the CIC-sponsored study of organizational factors related to positive academic workplaces.

- **Primary Factors**
  - Organizational Culture
  - Leadership
  - Organizational Promise and Momentum
  - Institutional Identification Coupled with Institutional Diversity
- **Related Factors**
  - Support for Scholarship
  - Faculty Development
  - Balance of Intrinsic and Extrinsic Rewards
  - The Nature of Colleagueship
  - College-Community Relations

Each section of the *Audit* begins with a brief statement defining the particular organizational factor and providing the study findings concerning the role of this factor in contributing to faculty morale and the quality of the workplace. This statement is followed by a list of questions useful for stimulating and guiding in-depth, analytic discussion and examination of the organizational factor. Finally, each section ends with several open-ended statements to help focus ideas that emerge from use of the *Audit* questions.

How to Use the Audit

The uses of the *Audit* should be determined at each college. There are no "right" or "wrong" answers to each question. Instead, the questions are designed to stimulate and guide discussion, focus attention on important aspects of a college as an academic workplace, and suggest possible issues toward which further specific attention might be directed.

The *Audit* can be used in its entirety, or one or several sections may be extracted from the whole document. Though the *Audit* is organized to begin with the four most important organizational factors that relate to morale and the quality of the workplace, users should feel free to reorder the sections to correspond with their specific college's needs and interests. Furthermore, a college might choose to confine its time and attention to a sampling of questions in each section. Whether a college chooses to use the complete *Audit* or only a section or two, sufficient time should be allocated for faculty members to respond and the results to be compiled and analyzed.

A typical use for the *Audit* is as a tool to initiate and guide discussion among committees or groups of faculty and administrative leaders who are interested in building on, enhancing, and sustaining the quality of the college's academic workplace. The *Audit* also can be used as the primary activity around which a faculty retreat is structured. When used with a group, responses to each question in a section can be categorized and analyzed for common themes as well as for the range of responses.

In addition to its primary usefulness as a way to elicit and guide discussion, the *Audit* questions can be used by faculty or administrative leaders as a framework for individual reflection on the condition of morale and the workplace as well as for consideration of ways in which to improve one's leadership practices. Additionally, presidents and deans report that the *Audit* has strong potential as a guide for institutional discussions and review during accreditation studies.

Related Materials

The *Audit* is a companion piece to a volume entitled *A Good Place to Work: Sourcebook for the Academic Workplace* which also is available from the Council of Independent Colleges. The *Sourcebook* provides more detailed guidelines and offers a variety of approaches for examining a college as a workplace, and suggests specific ways to use the *Audit*. Additionally, it discusses ideas for effective organizational strategies to enhance faculty morale and the quality of the academic workplace and includes case studies of ten colleges where faculty morale tends to be high. In sum, the *Sourcebook*

provides an array of suggestions and examples for exploring and enhancing an academic workplace; thus, it provides helpful information for administrative and faculty leaders at colleges using the *Audit*.

■ ORGANIZATIONAL CULTURE

Definition: **Every organization has a unique "feeling" or "atmosphere" that can be called its "culture." Visitors sometimes will summarize a college's culture in a few words, such as "service-oriented," "academically high-powered," "competitive," or "well-rounded." Yet, though we often use succinct phases, it is really the mix of values, assumptions, goals, and behaviors that creates the institutional culture. Though it is often hard to define, a college's culture comes across in many ways: through catalogues and other publications, speeches and public statements, press releases, classroom interactions, campus architecture, and special events such as convocation and commencement. Though every organization has a culture, just as every person has a personality, some colleges have taken special care to focus on, talk about, and cultivate the distinctiveness of their institutional culture.**

Study Findings: **Colleges where faculty morale is high have distinctive and easily identifiable institutional cultures. Such a college has a clearly stated and frequently discussed mission that is widely understood and accepted across the institution. Ceremonies and symbols—such as convocations, campus architecture, and special traditions—are used to underscore and express the key values and goals contributing to the college's culture.**

Clearly Defined Mission and Goals: What are the primary mission and goals of your college? That is, why does the college exist?

Values: What are the central values that your college wants to impart to students (e.g., being of service, doing one's best, living one's beliefs, achieving success)?

Clarity of the College Culture: To what extent does your college have a clear and identifiable college culture? How would you describe the culture of the college (e.g., highly competitive, service-oriented, achievement-oriented, high-powered)?

Agreement about the Culture: To what extent do faculty, students, and staff understand and agree on the values, goals, and mission of the college?

Diversity of Views: How much conflict exists over your college's mission, goals, underlying values, and assumptions? How are diverse views accommodated?

Articulation of the Culture: To what extent and in what ways do institutional leaders clearly and frequently discuss the mission and values of your college? To what extent and in what ways do faculty members speak about the mission and values of the college? What people most effectively articulate the institutional mission, goals, and values?

Symbols of the Culture: In what symbolic ways are the mission, values, goals, and culture of your college expressed? Through ceremonies (such as award dinners or

commencement)? Through stories (such as commonly-told tales of early college presidents or of a certain event that dramatically changed the direction of the college)? Through architecture (such as buildings named for special faculty members)?

Culture and the Curriculum: In what ways does the curriculum reflect your college's mission, goals, and values? How do the activities occurring within the classrooms reflect the college's underlying goals, values, and assumptions? Furthermore, how does the student body reflect the institutional culture?

Institutional Self-Reflection: How frequently and in what ways does your college assess student, faculty, and staff perceptions of the institutional culture?

Public Image: Does the college actually do what it says it does? Do public statements and materials accurately describe the college's mission and culture and the daily lives of students and faculty?

After considering these questions, I (we) think our college has these strengths pertaining to its institutional culture:
In terms of the institutional culture, I (we) think attention should be directed to these areas:

, I have these specific suggestions:

■ LEADERSHIP

Definition: College leadership and governance involve not only the president, dean, and other senior administrators, but also the faculty leaders. On the one hand, the leadership styles of college presidents and deans—their experience and knowledge, their accessibility to faculty and staff, their use of organizational structures and processes—create decision-making climates that can range from authoritarian to participatory. On the other hand, the extent to which faculty members take responsibility for and get involved in the process of institutional decision making affects the nature and quality of leadership and governance. In addition to the administrative and faculty leaders, the structures set up to facilitate decision making (e.g., senates, committees, faculty meetings) are key factors determining the quality of leadership and governance as well.

Study Findings: At colleges where faculty morale is high, both administrative leaders and faculty members take responsibility for making organizational decisions and running the institution. The administrative leaders of such colleges understand that strong leadership can exist with high levels of faculty participation. They understand the importance of being visionaries and articulators of the college's mission, while also being accessible and appreciative of the faculty. Rather than relying on crisis management, they tend to be anticipatory planners who are receptive to new ideas and provide opportunities for faculty to have input into decision-making processes. The faculty at colleges with high morale take seriously their role in institutional governance by allocating time to committee work and taking the initiative to interact with administrative leaders. Like the administrative leaders, those faculty in leadership roles are accessible and invite the ideas of their colleagues. Leaders with these qualities are complemented by organizational structures—senates, committees, faculty meetings—that provide efficient, productive, and representative avenues for faculty involvement in institutional matters.

Note: Because both administrative and faculty leadership are important, the questions in this section of the *Audit* are divided into two parts: 1) governance structures and faculty leadership, and 2) administrative leadership.

Governance Structures and Faculty Leadership

Formal Structures: What formal structures exist to provide avenues for faculty involvement in decision making? (These might include faculty meetings, faculty senates, faculty committees, faculty representatives to the Board.) To what extent do these structures function effectively as vehicles for faculty involvement in decision making?

Faculty Meetings: Are faculty meetings well attended? Is debate informed by solid knowledge of related details and tempered with mutual respect?

Availability of Information: Is information that is pertinent to the college as a whole consistently made available, shared, and funnelled through appropriate channels?

Faculty-Administrator Relationships: To what extent are relationships between faculty and senior administrators characterized by trust, openness, and respect?

Roles of Administrators and Faculty: Are the roles of administrators and faculty members held in equally high esteem, with the differences between the positions being that of function rather than value?

Faculty Initiative: To what extent do faculty leaders and individual faculty members take the initiative to share ideas or concerns with the president, provost, or dean?

Climate for New Ideas: To what extent are new ideas welcomed and nurtured by faculty members? by faculty leaders? by the president, dean, and provost?

Faculty Leaders as Consensus-Builders: In what ways do faculty leaders (senate officers and representatives, committee chairs, and department chairs) act as "consensus-builders" who invite the involvement of their colleagues?

Administrative Leadership

Articulation of Values: Do the senior administrative leaders—particularly the president and dean—frequently and consistently articulate the mission and values of the college?

Visionary Leaders: To what extent and in what ways do senior administrative leaders hold forth a vision of the future of the college? Are they long-range planners?

Leaders as Consensus-Builders: In what ways do the president and dean act as "consensus-builders" who effectively invite members of the college community to embrace the mission, values, and future of the institution?

Shared Authority: In what ways do the college's senior administrative leaders share authority and power with the faculty, while also recognizing the responsibilities unique to the senior-level positions?

Administrative Leaders' Awareness: To what extent do the president and dean have a well-grounded awareness of the issues and circumstances affecting the faculty as they do their work?

Accessibility of Leaders: How accessible are senior administrative leaders for formal or informal interaction with faculty about college issues? How often do the president, provost, or dean go to faculty offices for conversation?

Appreciation: How do senior administrators express recognition of and appreciation to faculty? To what extent do they attend faculty presentations, performances, and special events?

After considering these questions, I (we) think my college has these strengths regarding leadership and decision making:
In terms of leadership and decision making, I (we) think attention should be directed to these areas:
I (we) have these specific suggestions:

■ Organizational Promise and Momentum

Definition: **A college may face a future darkened with difficult, threatening challenges or bright with prospect and possibility. Furthermore, on the one hand, a college may be reactive, without any strategic plan and dependent on the circumstances that arise; or, on the other hand, a college may be proactive about its future, with a long-range plan for how it will meet anticipated challenges and advance its mission. Accordingly, faculty members may feel uncertain about how the future of the college will affect their individual careers or excited about the opportunities the institution's future will offer them.**

Study Findings: **Colleges with high faculty morale often are characterized by a shared sense that the institution's future is promising. Ongoing strategic planning that both addresses challenges to the college's well-being and advances the institution's mission is one way to develop and maintain organizational promise and momentum. College projects that cross departmental boundaries, within which individual faculty members and administrators can identify and pursue their own interests, also encourage a sense of organizational momentum. For example, projects focused on critical thinking, writing across the curriculum, and improving the freshman year experience require the contribution of faculty members and administrators with diverse perspectives. Furthermore, in colleges where morale is high, new projects and initiatives are balanced by continuing commitment to established college goals and plans; thus, at its best, efforts to encourage organizational momentum are both renewing and compatible with overall college plans.**

Promising Institutional Future: To what extent is there a shared sense that the future of the college is promising? Is there a feeling of "forward motion" for the college? How is this expressed?

Long-Range Planning: Does the college engage in long-range, strategic planning? Are both administrators and faculty members included in the planning process?

College Projects: Is the college involved in projects that go beyond departmental boundaries (i.e., development of innovative programs for new groups of students, curriculum review and revision, writing across the curriculum)?

Opportunities for Involvement in Projects: Are opportunities available to *all* faculty members and administrators to participate in the college-wide projects? To what extent is there wide involvement?

Balance between Innovation and Stability: Is the selection of new institutional initiatives and projects guided by the long-range goals and plans for the college? On the other hand, does the college consider new ideas without being stifled by tradition?

After considering these questions, I (we) think my college has these strengths regarding institutional promise and momentum:
In terms of institutional promise and momentum, I (we) think attention should be directed to these areas:
I (we) have these specific suggestions:

■ Institutional Identification Coupled with Institutional Diversity

Definition: **While a college as an institution embraces a particular mission as well as certain beliefs and values, individual faculty members bring their own histories, commitments, and values. Colleges must balance two issues: a) the extent to which faculty members feel a commitment to and an identification with the institution's mission; and b) the extent to which the faculty group includes diversity in such areas as gender, ethnicity, age, intellectual traditions, and political views. In regard to faculty identification with the institution, institutional goals and values and those of individual faculty members may match closely, very loosely, or not at all. In regard to diversity, college faculties may range from very homogeneous to very heterogeneous.**

Study Findings: **At colleges where faculty morale is high, many faculty members feel that their own values and commitments are generally congruent with institutional goals. This identification with the institution is encouraged by careful faculty recruitment procedures, emphasis on cooperation rather than competition between individuals and between departments, and reward systems that reflect the college's priorities. However, of equal importance, shared commitment to the college's mission and values is balanced with a healthy respect for diversity among faculty, students, and staff. In fact, the presence of individuals of diverse ages, genders, ethnicities, socioeconomic circumstances, and political views is a critical and necessary ingredient for institutional vitality. In sum, colleges where morale is high encourage faculty to support the institutional mission, while simultaneously, the institution welcomes diversity among the faculty.**

Note: Because both faculty identification with the institution and diversity within the college are important, the questions in this section of the *Audit* are divided into two parts: 1) institutional identification and 2) diversity and inclusivity.

Institutional Identification

Congruence of Personal and Institutional Goals: To what extent are faculty members' personal goals and values generally congruent with those of the college?

Creating the Future: To what extent do faculty feel that they are key players in creating the future of the college? In what ways are they part of this process?

Faculty Recruitment and Selection: To what extent and in what ways do the processes of recruitment and selection of new faculty members emphasize a "match" between the applicant and the institution? Are the mission, goals, values, and cultural characteristics of the college clearly articulated to prospective new faculty members?

Cooperation as a Factor in Institutional Identification: To what extent does a spirit of cooperation characterize the relationships between departments and between

administrators and faculty? How is cooperation fostered? To what extent does a spirit of cooperation contribute to faculty identification with the college?

Reward Systems: To what extent and in what ways does the reward system for faculty coincide with the institution's professed purposes and emphases? (That is, if teaching is held to be of primary importance, does it receive significant weight when faculty are evaluated and rewarded?)

Diversity and Inclusivity

Respect for Diversity: To what extent is the distinctiveness and consistency of the college's culture balanced with a healthy respect for and appreciation of diversity?

Encouragement of Diversity: In what ways are faculty, students, and staff encouraged to develop and pursue their individual interests, commitments, and beliefs?

Spirit of Inclusivity: How are individuals of diverse perspectives welcomed and valued in the college's culture?

Policies in Support of Inclusivity: To what extent has the college adopted proactive policies and practices that acknowledge the rights and dignity of all persons? For example, in what ways does the college actively seek to employ women and persons of all races and cultural and ethnic backgrounds?

Efforts to Eradicate Stereotypes: How does the college seek to eliminate stereotypes connected with gender, race, cultural and ethnic backgrounds, and age? For example, in what ways does the college encourage the use of language that emphasizes inclusivity and promotes the elimination of inappropriate, prejudiced, and demeaning attitudes about gender, age, or cultural or racial identity?

Inclusivity in the Classroom: In what ways does the college encourage teaching and advising practices that affirm the worth of all persons and diminish prejudiced and demeaning attitudes concerning age, gender, and racial, ethnic, or cultural background?

After considering these questions, I (we) think my college has these strengths regarding faculty identification with the institution and institutional support of diversity:

In terms of institutional identification and institutional diversity, I (we) think attention should be directed to these areas:

I (we) have these specific suggestions:

■ SUPPORT FOR SCHOLARSHIP

Definition: Traditionally scholarship has been defined as research that leads to publishable products. Recently some colleges and universities have been subscribing to a broader definition of scholarly activity. This encompassing notion recognizes that scholarly activity can take diverse forms. For example, it can be a creative and integrated review of others' research synthesized for presentation to a class; a collaborative project that applies research findings to solving an important problem; participation in a multi-disciplinary team to address a societal issue; or traditional laboratory, library, or field work that is published in scholarly journals.

Study Findings: Colleges where morale is high define scholarship broadly, so that faculty members can build on and expand their individual strengths. Such colleges recognize and reward faculty for a variety of scholarly activities, such as those mentioned above, whether or not the product is published.

Institutional Values and Scholarship: Is the definition of "scholarship" used by faculty and administrators congruent with the expressed and implicit mission of the college? For example, if teaching is a primary mission of the college, how does the definition of "scholarship" relate to this aspect of the institutional mission?

Individual Faculty Members' Contributions: Does the working definition of "scholarship" enable most faculty members simultaneously to build on their strengths and interests and to fit reasonably well with the college's emphases?

Rewards for Scholarly Activities: What kinds of scholarly activities are rewarded and in what ways? Are expectations for scholarly activities clearly and consistently articulated to faculty?

Pedagogical Work: Is evidence of teaching excellence viewed as an example of scholarly activity?

Collaborative Work: Is collaborative work to develop cross-disciplinary programs or courses recognized as scholarship?

Curriculum Development: Is extensive work in curriculum development treated as a valued scholarly activity?

Opportunities to Share Scholarly Activities: What kinds of seminars and other forums are arranged at the college so that faculty members can share their scholarly activities?

Class Visits: How often do faculty members visit one another's classes?

Travel Support: Is financial support provided for faculty members to travel to meet with colleagues from other institutions who share similar interests?

Support for Redirection: What mechanisms exist to help faculty who have focused their careers primarily on teaching to make a transition to doing more scholarly work? How successful are these mechanisms?

Publicity: Do college publications acknowledge, describe, and publicize faculty scholarly activities?

Grants Office: Is there a grants office or an individual who helps faculty members identify opportunities to apply for funding and to write grant proposals?

Library: To what extent is the library adequate to support scholarly work, in terms of breadth and extent of holdings? How accessible and adequate is the inter-library loan program?

Laboratory Equipment: How adequate is the scientific laboratory equipment for supporting scholarly work?

Academic Computing Services: How adequate are the computing equipment and the computing support staff?

Clerical Support: Is the clerical support sufficient for the scholarly work occurring at the institution?

After considering these questions, I (we) think my college has these strengths regarding its support of faculty scholarly work:

In terms of support for faculty scholarly work, I (we) think attention should be directed to these areas:
I (we) have these specific suggestions:

■ Faculty Development

Definition: **In recent years, much attention has been directed to faculty professional growth. Some colleges have instituted organized programs to promote ongoing faculty professional development as well as to assist faculty members in addressing personal growth.**

Study Findings: **Colleges with high faculty morale offer a variety of faculty development programs tailored to meet the diverse career stages, professional interests, and personal and life circumstances of their faculty.**

Professional Growth Programs: Does the college operate and fund faculty development programs designed to enhance professional growth? Such programs might include leaves, sabbaticals, travel to conferences, major libraries, professional and scholarly meetings, and activities to support research and teaching efforts.

Personal Growth Programs: Are development opportunities concerning more personal issues in place, such as programs concerning health and wellness, career counseling, retirement and outplacement counseling, and referrals for alcohol and drug abuse?

Variety of Activities: Is the range of faculty development activities diverse and innovative? For example, in addition to such typical activities as sabbaticals and travel support, are there seminars and lunches organized around topics of interest, stimulating speakers visiting the campus, opportunities for faculty and administrators to pursue short-term off-campus experiences, and small grants for which faculty are eligible for use in improving their teaching, expanding their research interests, or initiating new projects?

Conference Attendance: Do faculty receive financial support to attend professional and scholarly meetings when they are giving papers? When they are not presenting papers?

Recognition of Diverse Faculty Needs and Circumstances: In what ways do the faculty development opportunities recognize and address differences in faculty needs according to career stage, gender, race, discipline, career aspirations, and values? For example, how does the college assist new faculty members, or individuals soon due to retire, or mid-career faculty interested in revitalizing their scholarly interests? In what specific ways are these needs addressed? Are there other ways that would be helpful?

Publicity: Are faculty well-informed about the available faculty development programs?

Participation in Faculty Development: What proportion of faculty members participate in the faculty development opportunities on a regular basis (i.e., several times a year)? Are the available programs adequate to meet faculty needs and interests? Are they scheduled at convenient times for faculty schedules? Are they held in easily accessible places?

Organizational Structure: Has a formal organizational structure been established at the college to ensure attention to faculty development (i.e., a committee, a faculty development office, a director)?

Planning for Faculty Development: How are decisions made regarding those faculty development projects to be supported? In what ways are faculty invited to identify their needs and interests? Is the planning process concerning faculty development activities perceived by faculty as fair and appropriate?

Funding: In what budget line and at what level of support are faculty development activities funded?

After considering these questions, I (we) think my college has these strengths regarding faculty development:
In terms of faculty development, I (we) think attention should be directed to these areas:

I (we) have these specific suggestions:

■ Balance of Intrinsic and Extrinsic Rewards

Definition: **When faculty members evaluate their work and workplaces, they consider both the intangible, intrinsic aspects of their work, such as the amount of autonomy, responsibility, and appreciation they experience, as well as the tangible, extrinsic aspects, such as salaries, benefits, and public recognition.**

Study Findings: **Colleges with high faculty morale recognize that faculty need both intrinsic rewards (such as autonomy, responsibility, and appreciation) and extrinsic rewards (particularly adequate salaries and benefits). Neglect of either the intrinsic or extrinsic rewards threatens the quality of the workplace and the level of faculty morale. While some colleges where morale is high have low salary levels, faculty perceive that the intrinsic rewards are strong and that the institution makes good faith efforts to provide reasonable salaries.**

Equitable Salary Policies: Are salary policies equitable, not excessively "market-driven," but rather, fair to all groups within the faculty?

Attention to Salary Levels: Is reasonable attention given to maintaining faculty salary and benefit levels that are competitive with similar colleges? What priority is given to salary and benefits within the scope of the total institutional budget?

Good Faith Effort: Do the salary levels and salary distribution make sense to the faculty? If salaries are relatively low, is the faculty convinced that a good faith effort is being made on their behalf?

Autonomy: Do faculty feel they have considerable autonomy and freedom in conducting their teaching and other scholarly activities? Do they feel that senior administrators support their autonomy?

Appreciation: Does the college have a variety of ways to express appreciation to faculty members? Are appreciation and recognition expressed both through formal, public ceremonies and through informal, frequent comments and thanks? Are expressions of appreciation offered with conviction and sincerity?

Condition of the Physical Plant: Are faculty offices sufficiently attractive and adequate? Does each faculty member have a private office? Are laboratories and equipment adequate and accessible? Is the library adequate for faculty and student work?

Secretarial Support: Are the secretarial systems adequate to support the work of the faculty members?

After considering these questions, I (we) think my college has these strengths regarding the balance of intrinsic and extrinsic rewards:
In terms of the balance of intrinsic and extrinsic rewards, I (we) think attention should be directed to these areas:
I (we) have these specific suggestions:

■ The Nature of Colleagueship

Definition: **The frequency and kinds of interactions that occur among faculty members and between faculty members and administrators comprise one factor influencing the quality of a college as a workplace.**

Study Findings: **Colleges where morale is high are characterized by frequent interaction and communication among faculty members. The relationships between colleagues are intellectually stimulating and challenging, as well as supportive and encouraging. A feeling of community, where each individual is valued and respected, pervades these colleges.**

Stimulation and Support: How often and in what ways do faculty members challenge and support each other in their work? To what extent are relationships between faculty members characterized by colleagueship and supportiveness? To what extent are these relationships intellectually lively, challenging, and stimulating?

Faculty Communication: To what extent do faculty members share ideas about their teaching? About their reading and scholarly projects? About issues of importance for the institution?

Shared Esteem and Respect: Are shared esteem and respect evident among colleagues throughout the college or are some departments or groups of faculty excluded or respected less highly? Does excessive rivalry or actual hostility exist between certain departments or groups of faculty?

Appreciation of Diversity: To what extent do faculty members welcome and include colleagues whose perspectives or backgrounds are in the minority? In what ways are such faculty members encouraged to feel part of the collegial group?

Provision for Recognition: Does the college have awards or ceremonies to recognize faculty colleagues who make noteworthy contributions in their teaching or other scholarly work?

New Faculty: How are new faculty oriented, introduced, and integrated into the college and its culture? Is there a Faculty Orientation Program that is carefully planned to acclimate new faculty members to the college culture and traditions as well as to their responsibilities? Are part-time and commuting faculty members included in orientation programs and purposefully integrated into the college?

Faculty Interaction: Is there an inviting faculty lounge or gathering place? Is it centrally and conveniently located, and is it used often? Where do faculty eat lunch or get a cup of coffee?

Social Interaction: What social functions are traditionally held by and/or for faculty? Are they well-attended? Do they serve to bring the college community together?

Feeling of Community: To what extent does the term "community" characterize the college? How is a feeling of "community" created and sustained?

After considering these questions, I (we) think my college has these strengths regarding the nature of colleagueship:
In terms of the nature of colleagueship, I (we) think attention should be directed to these areas:
I (we) have these specific suggestions:

■ College-Community Relations

Definition: **Some colleges cultivate mutually supportive, highly interactive relationships with the communities where they are located. Other colleges have a more isolated position within the community, with little involvement of faculty in local activities and few opportunities for townspeople to use campus resources.**

Study Findings: **Colleges judged to have good academic workplaces often cultivate and maintain strong ties with the communities where they are located. Faculty members are respected by the community and are used as resource people for community issues and activities. Faculty who engage in activities that serve the local community are recognized and rewarded by the college.**

College Contribution to the Local Community: What efforts does the institution make to serve the community and thereby maintain a valued and respected position?

Faculty Involvement in the Community: To what extent are faculty members involved in community activities?

Community Support of the College: To what extent and in what ways does the community identify with and support the college?

Esteem in the Community: To what extent are faculty members held in high esteem in the community where the college is located?

College Expectations of Faculty: Does the college provide faculty with clear expectations regarding faculty participation in community affairs?

Recognition of Faculty Involvement: Is faculty service to the local community recognized and rewarded by the college? Is such involvement considered in evaluation decisions? If so, in what ways?

After considering these questions, I (we) think my college has these strengths regarding college/community relations:
In terms of college-community relations, I (we) think attention should be directed to these areas:
I (we) have these specific suggestions:

■ SUMMARY QUESTIONS

Overall, how would you describe the quality of the academic workplace at your college?
Overall, how would you characterize faculty morale at your college?
What are your top three ideas for improving the quality of the workplace and morale at your college?

CIC

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